

**Form A**  
**ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT**  
**FUND NARRATIVE**  
**School Based Plan for 2006-2007**

***You MUST submit your School Improvement Plan with this application***

This form must be completed for **EACH** professional development activity/series (there should be one form completed for each Activity/Series listed on Form C). In order to be considered a series, the professional development must connect in some way. For example, if you are using Article 31 (18) funds to provide a consultant to work with grade level teams during common planning time on using phonemic awareness skills, providing funds to convene a study group around reading assessments (running records for example), and are further providing a stipend to a teacher to model reading instruction utilizing flexible groupings; all three activities can all be presented as an early reading series. The only criterion is that the activities are connected to an overarching goal(s), were all derived as needs from the same data sources, and will be monitored and evaluated using the same data sources.

**For detailed guidance (including examples) for completing the  
Article 31 (16) Professional Development Plan forms go to:  
[http://www.ride.ri.gov/Certification\\_PD/prodev/Default.htm](http://www.ride.ri.gov/Certification_PD/prodev/Default.htm)**

## Legislative requirements

There are two (2) requirements for reporting your plans for the state Professional Development Fund. One is to meet the legislative requirement of the 25% District Set-Aside, and the other is to fulfill the site-based report for each school. Keep in mind that the law has changed for any schools that have K-3 classrooms. Those schools must spend the money only on professional development that is related to reading instruction **unless** the school is labeled High Performing and sustaining or improving. High performing schools containing K-3 classrooms may utilize Article 31 funds for any of the core academic areas. Also, beginning in FY 2006, professional development funds **shall only be spent with the prior approval of the Commissioner of Elementary and Secondary Education** upon submission of a district level plan which incorporates the school level plans and which details the use of funds. **These plans shall, to the extent possible, detail/describe professional development activities that are embedded or do not otherwise encroach upon student instruction time.** This applies to district level and school level plans.

2005 legislation amended RIGL §16-7.1-10, which now reads as follows:

*Beginning in FY 2006, professional development funds shall only be spent with the prior approval of the Commissioner of Elementary and Secondary Education upon submission of a district level plan which incorporates the school level plans and which details the use of the funds. These plans shall to the extent possible call for professional development activities that are embedded or do not otherwise encroach upon student instruction time. The requirements of this paragraph shall apply to both district-wide professional development activities and professional development activities determined by the school-level committees.*

## Commissioner Approval

It is the Commissioner's expectation that the Article 31 (18) Professional Development funds **be used to implement state improvement and reform initiatives**. The legislature has nearly doubled these funds in order to support the wide range of current Board of Regents' initiatives.

It is also required that clear connections and alignment be demonstrated between the Professional Development Plan and the District Strategic Plan and/or the School Improvement Plan. The expectation is that districts take an active role in the creation and review of the school and district PD plans prior to the submission to RIDE. Therefore, it is important that district level officials review, disseminate, and discuss the submissions with Professional Development Teams/Representatives prior to acceptance and submission.

## Rhode Island Quality Standards for Professional Development

Included in the application is a copy of the ***Rhode Island Quality Standards for Professional Development***. They should be used as a resource to help guide your professional development planning as you insure "High Quality" professional development.

# **Cover Sheet**

**1. Name of School**

**2. District**

**3. Professional Development Team Members**

**4. Name of the Activity/Series (copied from Form C line item)**

**5. If this professional development activity/series includes high school teachers indicate how many hours of this activity/series would address the 15 hours of professional development in the areas of Literacy, Graduation By Proficiency, or Personalization, as mandated by the Regents' High School Regulations.**

## Staff Served

### 6. Number of staff served:

Use the grid below to indicate the number of staff served.

<b>Educator Type</b>	<b>Number</b>
Classroom/Special Education Teachers	
Administrators	
Itinerant Teachers (music, art, PE, etc)	
Support Staff (i.e. Nurse Teacher, SLP, OT, etc)	
Teacher Assistants	
<b>Total</b>	

7.     **Are all classroom teachers involved in the PD activity/series?** \_\_\_\_\_  
           **Are all administrators involved in the PD activity/series?** \_\_\_\_\_  
           **Are all itinerant teachers involved in the PD activity/series?** \_\_\_\_\_  
           **Are all support staff involved in the PD activity/series?** \_\_\_\_\_  
           **Are all teacher assistants involved in the PD activity/series?** \_\_\_\_\_

## **Programming Details**

**8. What specific sources of data were used to determine the activity/series is a need? List specific data points (i.e. what specific questions in the SALT Survey rather than simply SALT Survey)**

**9. List other justifications, beyond data, used to determine the need for this activity (I.E. High School Regulations)**

**10. List the goals of this activity/series**

**11. List the specific School Improvement Plan goal(s) to which this activity/series aligns and explain how the activity/series supports that goal?**

**12. Explain how this activity is professional development for staff. Include how it will be administered, who will train/facilitate, timelines and when it will take place (after school, PD day, weekend, during school, etc)**

**13. Why did you choose this method/type of professional development delivery? Explain how this method is research based and connected to the Rhode Island Quality Professional Development Standards.**

**15. Explain how this activity/series is embedded professional development. If it is not embedded detail what other options were explored and why it must be delivered in the manner chosen**

**16. How will the progress be monitored?**

**17. How will you determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.**